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| Diploma Programme subject outline—Group 3: individuals and societies | | | | | | | | | | |
| School name | Hellgate High School | | | | | | School code | 6469 | | |
| Name of the DP subject | 20th Century Topics | | | | | | | | | |
| Level  (indicate with X) |  |  |  | |  |  | | |  |  |
| Higher | X | Standard completed in two years | |  | Standard completed in one year \* | | |  |  |
|  |  |  | | |  |  |
| Name of the teacher who completed this outline | John Marks and Patricia Hixson | | | **Date of IB training** | | | 11/30/11 6/2009 | | | |
| **Date when outline was completed** |  | | | **Name of workshop**  (indicate name of subject and workshop category) | | |  | | | |
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\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*

If you will teach history, complete the following chart.

| Route | Prescribed subject | Topics | HL option(s) and sections |
| --- | --- | --- | --- |
| History of the Americas Route 2  Year 2 |  | Causes, practices and effects of war. | Aspects of History of the Americas |
| Crisis in Communism | Origins and developments of authoritarian and single party states. |  |
|  | Cold War |  |

1. Course outline

* Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
* This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
* This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
* If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

|  | Topic/unit  (as identified in the  IB subject guide)  State the topics/units in the order you are planning to teach them. | Contents | Allocated time | | | Assessment instruments to be used | Resources  List the main resources to be used, including information technology if applicable. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| One class is |  | minutes. |
| 50 |
| In one week there are |  | classes. |
| 5 |
|  |  |  |
| Year 1 |  |  |  | | |  |  |
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|  |  |  | | |
| Year 2 | Origins and development of authoritarian and single party states | -The rise of communism in China/Mao and Russia/Stalin  -The rise of fascism in Europe (Mussolini, Hitler) | 18 hours  18 hours | | | Old IB exams  Analysis of primary source documents  Essay format on a biweekly basis  Oral presentations | Internet resources  Primary sources  textbook |
| Causes, practices and effects of war. | World Wars I and II  Select colonial wars  Late 20th Century wars | 22 hours  10 hours  8 hours | | |
| The Cold War | Iron Curtain, Containment, Truman Doctrine, East and West Germany, UN, NATO, Warsaw Pact, Post WWII colonial conflicts, treaties, Détente and the Fall of the Soviet Union. | 22 hours | | |
| Year two Prescribed Topic | Communism in crises | 15 hours | | |

1. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

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1. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

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| Topic | Link with TOK (including description of lesson plan) |
| 20th Century Topics | Looking at history from multiple perspectives, using primary sources, classroom discussion, student presentations and lesson design to challenge their views on historic events. |

1. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

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| --- | --- |
| Topic | Contribution to the development of international mindedness (including resources you will use) |
| Cold War | The topics and subjects are all international in scope. The study of the Cold War will help students to understand the interconnectedness of world events. |

1. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

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| --- | --- |
| Topic | Contribution to the development of the attribute(s) of the IB learner profile |
| The Second World War and post-war modern Europe. | Encouraging class discussion. Seminar style class structure where students assume the role of the teacher.  Inquirers: Students will show independence in researching and evaluating materials outside the classroom setting.  Knowledgeable: Students will gain in-depth knowledge of the impact of WWII on social and economic development of Modern Europe.  Balanced: Students will look at the conflict of WWII from multiple perspectives ie: Soviet and Chinese contributions to the war. This will give students a broader understanding of the multiple motivations and contributions of various participents. |

1. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

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| **Classroom set: Pearson**   1. Paper 1 2. Cold War 3. Origins and Development of Authoritarian and Single Party States 4. Causes, practices, and effects of Wars   **Classroom set:**   * Howard Zinn, A People’s History of the United State. New York: Haprer, 1999 (For Hiroshima, and Legacy of WWII)   **1 Per IB Teacher:**   * J. Westwood, Endurance and Endeavour: Russian History 1812—1980, London: Oxford, 1973 * Margaret MacMillan, Paris, 1919: Six Months That Changed the World, New York: Random House, 2002 * Mitchner and Tuffs, Global forces of the Twentieth Century: Totonto: Reidmore Books, 1999 * Adam Hochschild, To End All Wars: Macmillan, 2011 * Neil DeMarco, The World This Century: Working With Evidence. London: Collins, 1987 * 20th Century World History Course Companion, New York: Oxford, 2009 * John Keegan, the Second world War. New York: Viking, 1989David Remmick, Lenin’s Tomb: The Last Days of the soviet Empire, New York: Vintage, 1997 * Gaddis, John Lewis. The Cold War: A New History, New York, 2005 * Khalidi, Rashid. Sowing Crisis: The Cold War and American Domination in the Middle East. Boston 2009 * Martin Sherwin, A World Destroyed, New York: Harper, 1999 * Documentaries and Film: Das Boot, Valkryie, PBS: China in the Red * Barrington Moore, The Social Origins of Dictatorship and Democracy, Boston: Beacon Press, 1966 * Juan Linz, The Breakdown of Democratic Regimes, Baltimore: Johns Hopkins University Press, 1978 * Leffler, Melvyn.For the Soul of Mankind: The United States, The Soviet Union and the Cold War. New York, 2007 * Westad, Arne Odd. The Global Cold War: Third World Interventions and the Making of Our Times. Cambridge, 2005 * Leon Aron, Russia’s Revolution: Essays 1989—2006. 2007 * Dower, Embracing Defeat * Ferguson, Niall, The Pity of War * Murphy, Rhoads, East Asia, A New History * C. Y. Hsu, Immanuel, The Rise of Modern China * Fenby, Johnathan, Modern China * Starr, John Bryan, Understanding China * Breen, Michael, The Koreans * Garon, Sheldon, Molding Japanese Minds |